Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2: 42 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	
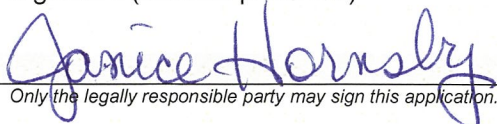
Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Axtell ISD	161918		
Vendor ID #	ESC Region #		
	12		

Mailing address		City	State	ZIP Code
308 Ottawa		Axtell	TX	76624

Primary Contact

First name	M.I.	Last name	Title
Janice		Hornsby	Technology Director
Telephone #	Email address		FAX #
254-863-5301	jhornsby@axtellisd.net		2548635651

Secondary Contact

First name	M.I.	Last name	Title
JR		Proctor	Superintendent
Telephone #	Email address		FAX #
254-863-5301	jrproctor@axtellisd.net		254-863-5651

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Janice		Hornsby	Technology Director
Telephone #	Email address		FAX #
254-863-5301	jhornsby@axtellisd.net		254-863-5651

Signature (blue ink preferred)   Date signed

Janice Hornsby   1/31/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 161918	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Axtell High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Axtell Independent School District is applying for the Technology Lending Grant because during our digital convergence over the last 2 years we have found that because of it's rural location and it's economic status, many students do not have access to devices and internet outside of school hours. Axtell ISD has been involved in student technology programs that have been funded from local funds and Instructional Materials Allotment Fund for the last few years. Axtell ISD's District Technology Committee analyzed the impact that the district's technology program has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that technology has allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. With technology available, teachers' assignments have become differentiated and individualized through the use of technology on a daily basis. Axtell ISD has tried to use every available dollar to provide technology for their students; however, limited funds have kept the district from meeting their goals outlined in the district and campus plans.

Development of Budget: In the spring of 2016, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The District Technology Committee composed of the Superintendent, representatives from the district, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. The budget committee, led by the District Technology Director, developed a proposed budget to provide: 1) technology devices that will provide access to digital content for students; 2) maintenance of equipment; 3) residential Internet access. Once this tentative budget was developed, it was presented for input however, approval was not available because of lack of local funds.

Demographics of campuses related to the defined goals and purposes of the grant: Axtell ISD is located in rural central Texas, 10 miles east of Waco, Texas and in the eastern part of McLennan County. The population of the community is 2,284. According to enrollment data Axtell ISD has a student enrollment of 803 students of which approximately 208 will be enrolled in Axtell High School during the 2018-19 school year. The Economically Disadvantaged population of Axtell High School is 50.5%. Axtell ISD has focused on the goals and purposes of the Technology Lending Grant by engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning. 78% of Axtell High School students have passed all sections of the STAAR test (above the state average) and 29% of the high school students are enrolled in college classes while in high school. Additional technology needs to be purchased to extend learning opportunities for students beyond the walls of the classrooms.

Who Determines Needs Assessment Process: The District Technology committee uses needs assessment instruments and teacher, parent and student feedback to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the technology committee survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; and 4) to obtain feedback from all key stakeholders regarding needs.
If awarded this grant, Axtell ISD will use the funds to provide students with the devices and the home internet access that will allow us to achieve the goals set forth in our plans.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Management Plan: The District Technology Committee recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, the Technology Director working as the Grant Coordinator will administer theTechnology Lending Grant. This position provides the overall technology integration leadership for the district and will provide consistently, high-quality management on a day-by-day basis for the Grant.

Program Evaluation: Ongoing monitoring and continuous improvement will be ensured by the Grant Coordinator through the involvement of all stakeholders utilizing their experiences and suggestions to improve the effectiveness of the Technology Lending Grant. In particular, the Grant Coordinator will utilize formal validated evaluation instruments to assess the following indicators: (1) To what extent are the activities of the proposed program being implemented as planned? (2) Are the objectives of the proposed program being met and leading towards technology growth? (3) To what degree has the Technology Lending Grant stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as it relates to the digital convergent plan and utilizing technology to improve the quality of education and academics? (4) To what degree has this 24/7 technology integration impacted student academic performance and achievement? (5) To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? (6) To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? (7) To what extent has parent participation increased? This information will be collected on-going by the Grant Coordinator and reported monthly to the District Technology Committee. In addition, quarterly the District Technology Committee will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content. Of the program. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed.

Statutory Requirements: Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Grant. Axtell ISD has completely and accurately answered the requirements in the application. 1) Axtell ISD has described how it will use funds to enhance Axtell ISD's technology lending program that loans Axtell ISD's students equipment necessary to access and use electronic instructional materials. 2) Axtell ISD has purchased some lending equipment through Instructional Materials Allotment and local funds for the last two years and has addressed in the Technology Lending Grant application that the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology devices [TEC 32.201(b) (1-2)}.

TEA Requirements: Axtell ISD has addressed the eleven (11} TEA Program Requirements in the Technology Lending Grant in a thorough manner. Axtell ISD has described how the program aligns with Axtell ISD's existing mission and goals; how campuses were prioritized; how the program aligns with the current curriculum and policies; the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; a description of professional development for teachers in the use of electronic materials that has already occurred; a description of the adequate district infrastructure; description of providing for Internet access to homes of students as needed; Axtell ISD's adequate technical support; the description of the check-out and check-in process; how Axtell ISD accounts for the technology lending equipment; and the development and implementation of a Student Lending Agreement signed by parents or guardians of students and by the student addressing the responsible use and care of the equipment. Commitment to Goals of Technology Lending Grant: There is a huge commitment to the goals of the Technology Lending Grant as evidence by Axtell ISD's current digital convergence project and the fact that in local funds have been dedicated to the project. 100% technology immersion has been a goal for Axtell ISD and the district's technology goals align perfectly with the Technology Lending Grant Project – 24/7 technology access for all students. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, and e-rate funds. E-Rate pays 80% of all internet access bills. Any additional staff development will paid through local funds.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161918		Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$6125.60	$1328.40	$7454.00
Schedule #9	Supplies and Materials (6300)	6300	$900.00	$0.00	$900.00
Schedule #10	Other Operating Costs (6400)	6400	$0.00	$0.00	$0.00
Schedule #11	Capital Outlay (6600)	6600	$41646.00	$0.00	$41646.00
	Total direct costs:		$48671.60	$1328.40	$50000.00
	Percentage% indirect costs (see note):		N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		**$48671.60**	**$1328.40**	**$50000.00**

Administrative Cost Calculation

Enter the total grant amount requested:	$50000.00
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7500.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 161918	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	GoGuardian monitoring/content filtering service for chromebooks	$1200.00
2	Kajeet home internet access points data	$2000.00
3	Google management license	$2600.00
4	TabPilot MDM for Ipads	$325.60
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$6125.60
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	$6125.60

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 161918	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$900.00
	Grand total:	**$900.00**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 161918	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$0
	Grand total:	**$0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 161918		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Chromebooks	100	$246.00	$24,600.00
2	Notebooks	9	$349.00	$3,141.00
3	iPad	40	$294.00	$11,760.00
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18	Charging Carts	5	$429.00	$2,145.00
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	**$41,646.00**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	105	50.5%	Based on PEIMS Fall Snapshot
Limited English proficient (LEP)	1	.005%	Based on PEIMS Fall Snapshot
Disciplinary placements	29	13.8%	Based on PEIMS report
Attendance rate	NA	97.4%	Based on TAPR
Annual dropout rate (Gr 9-12)	NA	0.0%	Based on TAPR

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										51	65	47	45	208

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following activities were conducted to analyze the needs of our district: individual and group interviews with stakeholders including administrators, teachers, parents and students; student surveys to determine internet access at home as well as who has access to technology devices; STAAR test score; technology professional development needs of teachers and reoccurring trends on staff turnover. This needs assessment process systematically reviewed current practices, processes and systems as well as the state of current student achievement and academic goals for our students.

Axtell ISD is a small, rural, remote school, and like other schools our size, we struggle in keeping certified teaching staff. As new teachers come to our district, they are eager to implement strategies such as flipped classrooms, project-based, blended and collaborative learning but are limited in doing so because all of their students do not have the devices and/or the internet access at home to do so. Teacher retention, which also serves as continuity for our students, is the first need we identified. This need was placed as our first prioritity because without qualified teachers who stay with our district, we will not have an educational staff who invest time in our students and know their educational needs and goals which results in higher student graduation rates, attendance rates, and of course test scores.

Our economically disadvantaged percentage taken from the October PEIMS submission for the district is 50.5%. Upon completing a random survey of our students, we found that 49% of our students have Internet access at home. That leaves 51% of our students who do not have Internet access once they leave the school. However, for flipped classrooms, project-based, blended and collaborative learning activities to be successful, ALL students must have Internet access at home. So what surfaced as our next need is to provide Interent access at home to the students who are not afforded this for their educational advancement.

As a small district, we want to excel in academics so that we do not lose our students to neighboring schools whose test scores are publically available and are used to draw students to them. In assessing our STAAR data, we are below State average in Science from Grades 5 through 11. We are also below State average in Social Studies in Grade 8, Writing in Grade 7, and English I and English II. Axtell ISD relies on student enrollment to maintain existence, so our third identified need is to increase test scores in an effort to maintain student enrollment and to prepare these students for post-secondary education. This surfaced as our third need because if our students cannot pass the STAAR exams, not only does this affect their graduation but also their future educational goals.

We have a large population of students at our high school who are enrolled in dual credit and advanced placement courses. Due to the lack of devices for these students, coupled with limited to no Internet access at home, these students are limited in the amount of time each day they can spend on the coursework for these classes. These students have reported feeling "rushed" in completing assignments before the close of school or the end of class, and data analyzed that even though few in number, our district has had students fail in these courses. Therefore, the next need which is imperative for our district is to provide a personal computing device and/or Internet access for the students in these courses so that they can work at their own pace, obtain college credit before graduation, and most importantly obtain the credits necessary for graduation.

We are fortunate at our district to have many high school students striving to obtain the Distinguished Level of Achievement on their diploma. In order to obtain this advanced degree, these students must successfully complete upper level math and science courses. Again, due to our small size, we are not fortunate to have qualified staff to teach the upper level courses in these subjects. So our last need is to offer these courses to our students via online coursework which requires these students to have not only the computing devices but also the Internet access at home to complete assignments.

In so many ways, technology is a powerful force for educational equity. Axtell ISD wants to give every child, regardless of zip code or family background, access to a world-class education. Technology requested in this grant can level the playing field instead of tilting it against low-income, minority and rural students. It will open doors for all our students as we make sure that students most in need have access to the tools necessary to succeed.

Ou Schedule #13—Needs Assessment (cont.)

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County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improved teacher retention to maintain continuity of instruction and the building of student to teacher relationships which data shows improves graduation rate and academic success.	Personal devices with Internet access at home would allow our teachers to increase flexible teaching methods that can reach diverse learners and improve student performance. Teachers will have the ability to present information in multiple formats and media. Modern instructional strategies such as flipped classrooms, project-based, blended and collaborative learning can now be implemented which will help retain teachers in our district.
2.	Provide Internet access and/or personal computing devices to students who otherwise cannot afford these in an effort to level the instructional playing field for all students.	Because of our rural population, many of our students do not have Internet access at home. By purchasing hot spots and devices for student check out, we are striving for educational equity for all our students regardless of their geographical location or economic status. Axtell ISD understands that technology can level the playing field instead of tilting it against low-income, minority and rural students.
3.	Improve STAAR testing results in Science, Social Students, Writting and English I and II so that our district will remain competitive with neighboring districts, prepare our students for future endeavors and to make certain we remain in good standings with TEA.	Axtell ISD staff members have identified several programs they could utilize to increase the students' STAAR testing scores including but not limited to: Schoology, DMAC, TEKS Resouce System, ConnectEd, ScootPad, Edgenuity, Renaissance Place, MyAccess and TurnItIn. If awarded these grant funds, our students would be able to utilize district-purchased programs to learn and excel at their own pace, even after the doors of the school closes.
4.	Provide access to a personal computing device and home Internet access for students to complete instructional coursework in dual credit and AP courses.	Understanding that the Internet allows students to gain insight to resources and information that will help them gain a better understanding of subject matter, grant funds will be used to provide our students with personal computing devices and home access. This will give our secondary students who are enrolled in dual credit and AP courses time outside the classroom to complete assignments and projects even after school hours.
5.	Offer online access after hours to students so they can take courses in order to meet the requirements needed for graduation with the Distinguished Level of Achievement designation and HB5.	School leaders are under a lot of pressure to cope with diminishing resources which results in our district not having the funds available to pay an extra stipend for highly qualified teachers in the STEM (Science, Technology, Engineering, and Math) subjects. With computing devices in hand, our students can take online courses to meet distringuished graduation requirements.

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Schedule #14—Management Plan	
County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Coordinator	Develop and oversee budgets, evaluate projects, monitor and adjust programs to assure objectives are met, reporting findings and adjustements with 28 years in education and numerous administrative rolls
2.	Instructional Technology Coach	Provide instructional support to faculty with digital citizenship resources, device usage, monitor goals and objectives with 14 years in education and 2 years instructional technology support.
3.	Business Manager	Possess extensive knowledge on bidding and procurement laws and organizational skills to keep inventory records and insurance up to date with 7 years of accounting experience, 4 of them specializing in Public and Charter school finance.
4.	Computer Technician	Provide technical support for all devices purchased, have extensive knowledge on the configuration and troubleshooting of network equipment, access points, and personal computing devices with 4 years experience.
5.	Counselor/Testing Coordinator	Possess knowledge in identifying credit needs, assisting students with online courses, and assisting staff with evaluating testing results with 13 yrs in education and 8 years coordinator

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Plan for the implementation of the grant	1.	Review policies and procedures including AUP	04/01/2018	07/01/2018
		2.	Provide professional development	08/01/2018	05/31/2019
		3.	Develop Technology Lending Committee	05/01/2018	05/31/2018
		4.	Prepare secure location for equipment	06/01/2018	08/01/2019
		5.	Establish student eligibility	07/01/2018	08/31/2018
2.	Prepare equipment and check out equipment	1.	Develop specs, receive bids, and award	05/01/2018	06/30/2018
		2.	Tag and inventory equipment	07/01/2018	07/31/2018
		3.	Image/Enrolling devices	07/01/2018	07/31/2018
		4.	Hold orientation meeting for families	08/01/2018	08/30/2018
		5.	Collect agreements, inventory, check out devices	08/01/2018	08/30/2018
3.	Implement grant objectives and monitor progress	1.	Hold committee meetings and adjust	09/01/2018	06/30/2019
		2.	Random check of devices for downloads/content	09/01/2018	05/30/2019
		3.	Monitor students taking online courses	09/01/2018	05/30/2019
		4.	Conduct classroom walkthroughs/visits	09/01/2018	05/30/2019
		5.	Evaluate usage of supplemental online programs	09/01/2018	05/30/2019
4.	Evaluate effectiveness	1.	Conduct benchmark testing and adjust instruction	09/01/2018	05/30/2018
		2.	Evaluate online course completion	09/01/2018	05/30/2018
		3.	Report of Distinguished Level diploma recipients	05/01/2019	06/01/2019
		4.	Evaluate STAAR results	05/01/2019	06/01/2019
		5.	Analyze teacher retention statistics	07/01/2019	08/01/2019
5.	Check in equipment and prepare for the next year	1.	Students turn in devices and hot spots	05/15/2019	05/23/2019
		2.	Conduct inventory	06/01/2019	06/30/2019
		3.	Re-image/powerwash devices	07/01/2019	07/31/2019
		4.	Secure equipment	07/01/2019	07/31/2019
		5.	Repair/replace as needed	07/01/2019	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Axtell ISD currently has a Site Based Decision Making Team that presently monitors and evaluates the goals and objectives of our district. However, if we are awarded this grant, a new team would be formed called the Technology Lending Committee. Members of this committee will include the grant coordinator, instructrional technology coach, technician, counselor/testing coordinator, the business manager along with members from the leadership team, teacher task force, student task force, and community task force. During this meeting, the grant coordinator will have, at minimum, on the agenda the following items: What is going well? What obstacles have your encountered? What improvements can be made to existing policies and procedures? This committee will devote time during each meeting to discuss how the devices are being implemented in an effort to meet grant objectives. During monthly faculty meetings, the instructional technology coach will discuss the committee findings and recommendations as well as changes which will be implemented with the teachers and staff. We will also utilize benchmark testing for monitoring the attainment of our goals and objectives. The data from these benchmark tests can be used for modifications and adjustment. The student progress will be monitored for those enrolled in online courses and modifications and assistance will be provided as needed.

We will have a roll-out meeting with parents, students and community members to disseminate information and collect agreements. We will discuss who gets the devices, what happens if they are damaged or stolen, and how the content will be filtered through the school's content filter. As devices are placed in the hands of students, it is imperative that the students' usage is monitored on a regular basis and accurate check out records are logged. Our computer technician will monitor and log student usage. If changes need to be made to our AUP or student handbook due to unexpected student activity, we will do so immediately. The "Local Innovation Info" section of our website will be utilized to send out updates and other information in order to communicate changes/updates to students, parents and community members.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are two years into the digital convergence process including a new $(MC)^2$ = Meeting Challenges in Modern Classrooms branding committing to providing a world class education for our students. Our leadership team, which includes our superintendent, has been working tirelessly these past 2 years to implement our new theory of action and our new instructional model. With the challenges we face in our small rural school, these efforts have been stalled due to lack of funding. We have been able to provided, through local funds, access to chromebooks and hot spots for our students to check out in a limited capacity. With grant funds, we would combine these devices along with the newly acquired chromebooks and hot spots to provide access previously unavailable to our students.

To prepare teachers for a full technology lending program, training has already been done on productivity, communication and presentation software (G Suite for Education). A plan for ongoing technical and pedagogical support has already been developed and implemented with the Instructional Technology Coach.

Over the last few years, each staff member at Axtell High School has completed Modern Teacher modules with over 30 hours of technology training designed to assist staff in integrating technology effectively into classroom instruction. Implementing an effective Technology Lending Program as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. By participating in the Technology Lending Program, administrators at both the district and campus level have shown support by signing a Letter of Commitment.

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	Schedule #15—Project Evaluation	

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher turn-over rate is less than 3%	1.	Number of teachers returning for the 19-20 school year is 97% or greater
		2.	Surveys indicate that teachers are satisfied with their workplace
		3.	Teachers meeting the goals set for grant implementation
2.	Number of project-based and collaborative learning activites conducted by teaching staff	1.	Teachers implementing modern teaching techniques
		2.	% of economically disadvantaged students checking out hot spots
		3.	Increased number of student assignments submitted electronically
3.	Axtell ISD STAAR results for Science, Social Studies and English are at/above State level	1.	STAAR testing results meet or exceed State average
		2.	Increase number of students receiving "masters" level on STAAR
		3.	Increased progress as measured by TAPR
4.	Number of students successfully completing dual credit and AP coursework	1.	Increased number of students completing dual credit courses
		2.	Increased number of students completing AP coursework
		3.	Students in online coursework able to complete assignments after hours
5.	Number of students receiving distinguished graduation endorsements	1.	Number of students enrolled in upper level STEM classes
		2.	Increased number of students graduating with distinguished diplomas
		3.	District fulfilling HB5 requirements

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our newly formed Technology Lending Committee will develop and refine policies. This team will meet every week during the first 60 days of the grant period followed by monthly meetings to discuss academic and program policies. This committee will discuss the strengths (What is going well?) as well as the weaknesses (What obstacles have your encountered? What improvements can be made to existing policies and procedures?). Documentation of the results and/or changes made by this committee will be communicated to all stake holders. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments and feedback during the project.

Formative evaluation methods will include benchmark testing and summative evaluation results will come from STAAR tests. This data will be obtained from our Counselor/Testing Coordinator. Another summative evaluation we will utilize will be number of students completing required coursework in dual credit, AP and upper level STEM online classes. Axtell ISD will make informed decisions and change instructional strategies to those that will positively affect student achievement outcomes as measured on exams.

If walk-throughs by the building-level principal indicate that the teacher is rarely utilizing online technology resources to supplement and enhance their instruction, additional staff development will be provided. If utilization or electronically submitted lessons do not increase after training, corrective action will be taken. Our counselor will work diligently to make certain students are enrolled in required online courses for graduation. She will also collect the data required for the summative evaluation as well as monitor progress of students enrolled so that corrective action can be taken before these students drop or fail the online class and/or course.

As devices are placed in the hands of students, it is imperative that the students' usage is monitored on a regular basis and accurate check out records are logged. Our computer technician will monitor and log student usage. The data from these forms will be reviewed to ensure that everyone that needs a device and access is receiving it. This data will also be compared to our Economically Disadvantaged numbers to ensure that those that might need it are asking to receive it. If changes need to be made to our AUP or student handbook due to unexpected student activity, we will do so immediately.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161918	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Axtell ISD has purchased the following:
IMA & CATE funds were used to purchase:
Textbooks - digital and print
Curriculum Software
Adobe Creative Cloud
Scientific Probes
Limited number of Kajeets
Local funds, Tech funds, Special Education funds were used to purchase:
Microsoft in Eduction
Projectors – one per classroom
Renaisance Program
Brain Pop
Discovery Education
Edgenuity
Turn It In
NearPod – site license with access to content
DMAC
TEKS Resource System
FlipGrid – limited licenses
Quizlet – limited licenses
Library Database
Schoology
Desktops – teachers and 3 labs
Laptops
Printers – one per classroom
Internet Filter
Technology Accessories example: headphones, keyboards for ipads
Scientific Calculators – 3 class sets
MimioTeach - 20
iPads
Chromebooks
Instructional Technology Coach
Axtell ISD began a student technology lending program on a very limited scale through local funds with a goal of providing a mobile device to students for classroom projects and accelerated learning. During this time additional technology has been purchased through local funds and through an effort to make sure that Axtell ISD students have the most up-to-date technology available. Axtell ISD's technology plan outlines a plan for recycling obsolete equipment.
We will utilize our local service center and our technology teachers to provide staff development and support with devices purchased through the Technology Lending Grant. This will be provided/funded through local funds.
IMA funds have been used for curriculum both digital and print along with the few lending devices that we have purchased.
By utilizing several sources for funding our district continues to provide a progressive technology plan for our school and student population. If awarded the Technology Lending Grant, our existing technology program would greatly benefit and our students' academic success would progress.

Schedule #17—Responses to TEA Program Requirements

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
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County-district number or vendor ID: 161918	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In deciding whether to apply for the Technology Lending Grant, the District Technology Committee first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. Axtell ISD's mission of providing all students with a great educational experience that creates engaged problem-solvers who are ethical citizens and possess an entrepreneurial spirit align perfectly with the intent of the Technology Lending Grant. The District Technology Committee also examined the Axtell ISD Technology Plan (on file with TEA) and the teacher/community surveys. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. Axtell ISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the classroom. The Technology Lending Grant concentrates on providing 24/7 access to technology as well as instructional materials and digital extension activities relating to core content areas for students. By expanding student and teacher access to TEKS aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans that Axtell ISD recognizes we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be engaged problem-sovlers..
- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational experience for all students
- All school community learners, students and staff, will have access to information technology & support.
- Setting technology goals, monitoring and evaluating our technology plan on an ongoing basis is vital to our success.

In examing our different needs we looked at our context for change:
Where we WERE: Traditional Classrooms, Direct Instruction, Predominantly Paper/Pencil.
Where we ARE: Flexible Seating Options, Implementing more blended learning, mix of paper/pencil classrooms
Where we are GOING: Personalized Learning, Personalized Assessment, Engaged Learners, Ethical Citizens with an Entrepreneurial Spirit
Our Theory of Action to get there includes:
If...
    Administration provides collaboration, training, support, and a climate that allows for the encouragement of growth and development through digital methods for professionals and learners...
Then...
    Teachers will implement digital learning environments with confidence that is exuded to learners through innovative, world-class learning experiences.
If...
    Teachers confidently utilize digital resources and corresponding support along with novel, intentional lesson planning and delivery...
Then...
    Learners will gain invaluable experiences and knowledge through digital instruction that will create life-long experiences that will transition with them into their future endeavors far beyond what is possible utilizing traditional methods.
If...
    Administrators and teachers foster safe, trusting, collaborative school environments and parent communication on a continuous, reciprocal basis...
Then...
    Parents and learners will provide a respected, valued, and integral piece to the teaching, learning, and educational development processes.
Looking at our mission statement and our plans for the district, we can see that our plans align well with the State goals for this grant.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161918	Amendment # (for amendments only):

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TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As Axtell ISD administrators and technology staff were initially investigating the Technology Lending Grant, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in the extreme rural areas of the school district, the District Technology Committee extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. The community of Axtell has Internet access available for students within a 5 mile radius of the water tower(at the center of the community). According to parent and student surveys, 49% of homes have Internet access. However, Axtell ISD covers 87.2 square miles. There is a population of students who live on rural area farms and ranches or around the lake area of the community. The only Internet-provider in these areas, according to the District Technology Committee's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet Access. Axtell ISD's plan to handle this situation has been and will continue to be a concerted effort to publicize all facilities in Axtell and surrounding communities that provide free wifi access. However, through the Technology Lending Grant the district will purchase Hot Spot technology for students to check out. This will provide families in extreme rural areas access to the Internet. The district will continue to inform families on the school website, at parent meetings, and signs displayed around the town and community. Axtell ISD will also work with area churches to provide sessions such as Study Nights so students can have a safe environment to use their laptops and receive tutoring assistance from community members. If a student does not have Internet access, Axtell ISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access.

If awarded this grant, Axtell ISD would implement a multi-step process before providing internet access to our students' homes. The first step would be to have our students attend an appropriate technology usage program along with their parent(s) where the school would outline the appropriate computer usage and the proper care of a computing device as well as Digital Citizenship. The school would inform the students and parents of the consequences of inappropriate technology use and the cost of repairs to the device due to neglect. After this step the students and their parents would be required to sign a Student/Parent Device Lending Agreement. This agreement is a binding contract that outlines the expectations and rules for the device to be taken off campus. This agreement states the purpose of this program, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file along with the signature page from the Acceptable Use Policy, and the sudent has demonstrated that they have mastered the Digital Citizenship strand of the Technology TEKS, the student will be eligible to check out a device from the technician.The devices and hot spots will be tracked through online software with a check-in and check-out procedure. Any student in grades 9 through 12 can check out a device, with priority given to the students with the greatest need.

We do not have any bus routes for whom a single ride lasts, on average, at least an hour.

Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Any instructional practice loses effectiveness if the curriculum is not strong enough. Conversely, having high academic standards is not enough if they are not implemented through powerful instructional methods. Axtell ISD understands that all staff must foster both the curriculum ("what") and the instruction ("how"). The following instructional strategies have been implemented to a certain degree in our classrooms but, due to the limited number of personal computing devices, the efforts by our teaching staff to implement these strategies has been limited. However, if awarded this grant, Axtell ISD will ensure that the funds received for this lending program are aligned with our current curriculum, instruction, and classroom management policies and/or practices so that the following instructional strategies can now be fully implemented:
Flipped Classrooms
Project-based Learning
Blended Learning
Collaborative learning
Flipped classrooms allow the students to take control of their own learning. The lending grant would provide students with the opportunity to use time outside of class to further their educational experience with digital resources. Project-based Learning allows students to use digital tools to redefine what they are able to accomplish with paper and pencil. Providing access at home would foster creativity and problem-solving yielding a deeper understanding of the TEKS. Blended learning programs often use e-textbooks to allow their students to have unlimited access to their learning material. Blended environments also support online submission of electronic documents, cutting school costs on paper and other materials. One of the characteristics of modern classroom is collaboration and technology helps empower it. With classroom technology students can collaborate with other students and their teachers in and outside of the classroom quickly and easily.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Axtell ISD has adopted digital curriculum at the high school in grades 9-12. We currenly use the following digital resources:
Dual Credit Courses for 11th and 12th grade
Schoology: Design lessons/assignements/assessments/content resources online for delivery
DMAC: Review assessment data and create work
Teks Resources System: IFD and other documents provide lesson design and direction
TEKS: grade level curriculum
Pearson Sucessnet/Realize: Current adopted curriculum
Connect Ed- Mcgraw Hill: Current adopted curriculum
G-Suite for Education : Design and create lessons on google apps
Nearpod: Design lessons or design learning for students to utilize and create lessons
Quizlet: Create review activities
FlipGrid: Provide a video prompt for students to respond to you/peers/group
Discovery Education: search for video resources to supplement learning
Kahoot: create review/lessons/assessment activities
Brainpop/Brainpop JR: search for resources to supplement lessons
Library databases: search for resources or design experiences for students to utilze the database
Edgenuity: use data/mastery to choose lessons for delivery
Spelling City: use data/mastery to choose lessons for delivery
Renaissance Learning: use data/mastery to choose lessons for delivery
Adobe Creative Cloud: use for student projects

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 161918	Amendment # (for amendments only):

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TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the last 4 years Axtell has grown from a bandwidth of 20MB to 500 MB. Our first big leap was from 20MB to 200MB and then we made the leap just one year later to 500MB utilizing E-Rate funds. In 2015-16 school year, we utilized Category 2 E-Rate dollars to add access points to every classroom and instructional area. Axtell ISD is fortunate to have a fiber connection between the campuses and in 2010 we used Category 2 funds to upgrade all of our switches to gigabit. We use a content filter, that is more than adequate to handle the addition of new devices, that we purchase with local funds each year to ensure the safety of our students in their online environments. We use local funds to update and maintain our domain servers for district use. After adding all of the access points, we discovered that we had to upgrade our firewall to handle the higher bandwidths. We upgraded to a Cisco firewall that can handle any additional devices that we would purchase with grant funds.

Last summer we spent time putting VLANs in place to partition off our student and teacher traffic. These VLANS are automatically set to filter the content for students.
The computer technician will utilize online software to monitor and keep track of the hot spot devices by checking them in and out to the students. GoGuardian will also be utilized to monitor and content filter the devices that are off-campus.

We currently have a computer technician, a technology director and an instructional technology coach to help provide students with any needed technical support. We have a help desk link that will be placed on the bookmarks bar of their chrome browsers that is monitored at all times of the day. Students will be informed that this link is available for after hours use.

Students will be able to bring their devices to the technology corner for technical support. Our Instruction Technology Coach will be available to assist with training for beginners who are not familiar with the operation of their device. Students who are utilizing their devices for special projects and need technical assistance can stop by the technology corner before/after school or during lunch to receive additional assistance. If a device needs to be sent in for repairs or replacement, the Technology Director's office will serve as a secure location for these devices since it can be locked.

The IEP (Individual Education Plan) of special needs students will be the guideline in providing these students which specialized assistance in technology-based projects. Special needs students utilize the inclusion program for additional instructional assistance. If awarded grant funds, our inclusion teachers will receive additional training on how to provide technical support for the devices so that they can better serve the needs of these students.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 161918	Amendment # (for amendments only):

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TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology requested in this grant can level the playing field instead of tilting it against low-income, minority and rural students. It will open doors for all our students as we make sure that students most in need have access to the tools necessary to succeed. When students fill out the Student Lending Agreement the technician will add a code for the ones who are economically disadvantaged in order to provide priority to these students.

As devices are placed in the hands of students, it is imperative that the students' usage is monitored on a regular basis and accurate check out records are logged. Our computer technician will monitor and log student usage. If changes need to be made to our AUP or student handbook due to unexpected student activity, we will do so immediately.

We currently have a computer technician, a technology director and an instructional technology coach to help provide students with any needed technical support. We have a help desk link that will be placed on the bookmarks bar of their chromebrowsers that is monitored at all times of the day. Students will be informed that this link is available for after hours use.

The computer technician will utilize online software to monitor and keep track of the hot spot devices by checking them in and out to the students. GoGuardian will also be utilized to monitor and content filter the devices that are off-campus. Any damage or misuse of the equipment will be reported to the office. The technology department will repair minor damages but will utilize the maintenance agreement purchased with these devices for major repairs. Damages caused by misuse will be reported to and handled by the campus-level principals. The misuse policy will be published in our student handbook and posted on our web-site for full disclosure to our students and parents. If awarded this grant, teachers will not have to compete for computer usage due to the one-to-one ratio and scheduling. The devices will also be insured for loss and be equipped with an internal tracking device. At the end of each year the devices will be inventoried and cleaned as well as reimaged by the technology department.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Axtell ISD's local policy states that all equipment purchases over $200 are inventoried, barcoded and added to the insurance policy. Our Business Manager is responsible for maintaining and updating the district's equipment inventory. These records include the model and serial number. On a quarterly basis, our Business Manager reviews insurance policies to assure that sufficient insurance coverage exists for these newly acquired devices.

If awarded these grant funds, the procedures outlined above will be implemented for all devices and hot spots purchased. The devices will have the GoGuardian Device Manager software or TabPilot agent installed which includes a tracking and theft management feature.

At the end of each school year, each device will be checked in at the technology department by the technology staff. Once checked in, these devices will be reimaged, repaired or replaced if needed, and then stored in a secure location.

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